

Level of achievement	Communication	Cultural conventions	Linguistic structures and features				Strategies	EAL curriculum levels		
			Text structure <i>Task sheet provided most elements of the text format: listing of ingredients and steps-</i>	Grammatical features	Vocabulary	Writing conventions		A1 BL CL	A2 B1 C1	B2 C2
Level 4	<ul style="list-style-type: none"> Text provides clear communication of steps involved in making a pizza Steps provide detailed information 	<ul style="list-style-type: none"> Impersonal style, recognisable as an example of recipe 	<ul style="list-style-type: none"> Steps successfully written as sentences Steps as numbered list or clear sequence Successful use of definite articles to refer to ingredients 	<ul style="list-style-type: none"> Steps convey action and detail in a verb-object-adverbial structure e.g. <i>Put (verb) the cheese (object) on the pizza base (adverbial)</i> Some use of conjunctions to create a compound sentence of two-action steps e.g. <i>Place the pizza in the oven and cook for twenty minutes</i> Use of imperatives in all steps 	<ul style="list-style-type: none"> Uses a variety of verbs for steps e.g. <i>turn on, spread, put, add, cover, cook, place, serve</i> Uses several different prepositions, possibly in combination, in different steps e.g. <i>on, on to, in, with, for</i> Uses vocabulary for ingredients, a range of actions in steps and equipment e.g. <i>oven, plates</i> 	<ul style="list-style-type: none"> Recognisable letters, numbers and words Consistent marking of sentences with capitals and full stops Minor errors of capitalisation Accurate spelling, with few or no errors 	<ul style="list-style-type: none"> Works towards a clearly identified model 			
Level 3	<ul style="list-style-type: none"> Text is mostly comprehensible Some steps provide details 	<ul style="list-style-type: none"> Largely impersonal style with few idiosyncratic elements e.g. invented or phonetic spelling of some words 	<ul style="list-style-type: none"> Most steps presented as sentences Steps as numbered list Largely successful use of definite articles to refer to ingredients 	<ul style="list-style-type: none"> Some steps convey action and detail in a verb-object-adverbial structure e.g. <i>Put (verb) the cheese (object) on the pizza base (adverbial)</i> Use of imperatives in all steps 	<ul style="list-style-type: none"> Several verbs used in different steps e.g. <i>Put, Add, Cut</i> Use of small range of prepositions in different steps e.g. <i>in, on</i> Uses vocabulary for ingredients, a range of actions in steps and some equipment e.g. <i>oven</i> 	<ul style="list-style-type: none"> Recognisable letters, numbers and words Inconsistent marking of sentences with capitals and full stops Mostly accurate spelling, with some phonetic attempts at unknown words 	<ul style="list-style-type: none"> Experiments and self corrects 			
Level 2	<ul style="list-style-type: none"> Text comprehensible, but with interpretation required in places Not all steps are clear 	<ul style="list-style-type: none"> Text follows most generic conventions of style and provides instructions, but with several unrecognisable, idiosyncratic elements e.g. invented or phonetic spelling 	<ul style="list-style-type: none"> Some steps presented as sentences Attempt at numbering steps Some use of definite articles to refer to ingredients 	<ul style="list-style-type: none"> Steps generally convey a single piece of information in a verb-object structure e.g. <i>add (verb) the olives (object)</i> Use of imperatives in most, but not all, steps 	<ul style="list-style-type: none"> One or two verbs used in all steps e.g. <i>Put</i> Minimal use of one or two prepositions to specify detail e.g. <i>in</i> Uses vocabulary for ingredients 	<ul style="list-style-type: none"> Mostly correct letter formation Mostly recognisable words and numbers Word spacing not always evident Limited marking of sentences with capital letters and full stops Some phonetic spelling e.g. <i>iting</i> for <i>eaten</i> 	<ul style="list-style-type: none"> Attempts complete sentences for all steps Uses knowledge of spoken form of words to attempt spelling 			
Level 1	<ul style="list-style-type: none"> Text requires contextual knowledge or experience to be comprehensible Some steps limited to attempts at names of ingredients 	<ul style="list-style-type: none"> Idiosyncratic text reflecting novice English language writing skills 	<ul style="list-style-type: none"> Many steps limited to single terms for ingredients 	<ul style="list-style-type: none"> Little or no use of recognisable imperatives in many steps Many steps limited to nouns 	<ul style="list-style-type: none"> Few verbs used in steps No use of prepositions e.g. <i>in, on</i> Vocabulary use limited to ingredients 	<ul style="list-style-type: none"> Some incorrect letter formation Mixture of recognisable and unrecognisable words Some fanciful or invented spelling e.g. <i>owh towf</i> for <i>wait for</i> No or limited word spacing No marking of sentences with capital letters and full stops 	<ul style="list-style-type: none"> Attempts to complete text Copies words from board when unable to write a step 			